

BSEP

High Quality Instruction: Professional Development

2023-24 Annual Plan
1st Reading



P&O Committee 4-25-23

Program Overview	1
Equity	3
Outcomes	5
Plan Narrative	8
K-8 Staffing and Program Activities	8
Berkeley High School Staffing and Program Activities	10
Additional Staffing and Program Activities	11
Performance Measures	12

Professional Development

Program Overview

1. PROGRAM MISSION and VISION:

In order to support district goals for excellence, equity, engagement and enrichment in all classrooms, professional development for teachers and staff is designed to improve teaching practice and support strategies that improve student outcomes.

2. BSEP MEASURE E1 STATED PURPOSE and USES:

Measure E1 Purpose

After the District meets the Average Class Size goals as described in 3.A.i., funding may be allocated to provide additional support for teaching and learning, such as professional development, classroom support, program evaluation, and expanded course offerings.¹

3. BSEP FUND USE SUMMARY:

The overall Planning and management of the district's professional development offerings will be held by the Associate Superintendent of Education Services and the Director of TK-8 Schools. Programming addresses strengthening subject area teaching strategies in core curriculum areas such as Literacy, Math and Science, as well as providing support for culturally responsive and anti-racist teaching strategies. For the 2023-24 year, staffing includes:

- | | |
|---|----------|
| ● Literacy Coordinator | 1.00 FTE |
| ● K-5 Lead Literacy Coach | 0.70 FTE |
| ● Elementary Literacy Site Coaches | 2.75 FTE |
| ● Middle School Literacy Site Coaches | 2.20 FTE |
| ● BHS Professional Development Leaders | 4.40 FTE |
| ● BHS Instructional Technology TSA | 1.00 FTE |
| ● District Instructional Technology TSA | 0.50 FTE |
| ● District K-12 Ethnic Studies TSA | 1.00 FTE |
| ● District K-5 Math Coach | 1.00 FTE |
| ● District K-8 Science TSA | 0.40 FTE |

¹ BSEP Measure E1 Section 3.a.iv

Professional Development

4. PROPOSED CHANGES OVER PRIOR YEAR PROGRAM:

The \$40,000 budgeted for Math Support at Berkeley High ASchool will not continue. There is alternate funding supporting these efforts..

5. BSEP BUDGET SUMMARY

Draft 04/25/2023

Budget Summary for Professional Development 202

1st Reading 4-25-23

BSEP Measure E1 Resource 0741

			2023-24
Expense			DRAFT
			4-24-23
Staffing	14.95 FTE	\$	1,863,348
Stipends		\$	97,844
Workshops		\$	90,000
Initiatives		\$	230,000
Reserve for Personnel Variance		\$	58,836
Subtotal Expense		\$	2,340,028

6. BUSD BUDGET CONTEXT and SUSTAINABILITY NOTES

- The 0.25 FTE for each elementary literacy coach is supplemented through 0.50 FTE provided by Student Achievement Strategies budget and the remaining FTE is provided by Site funds.
- The District Instructional Technology TSA (0.5 FTE) is co-funded with the Instructional Technology budget (0.5 FTE).

Note: This budget is part of the discretionary allocation of the larger High Quality Instruction Budget. Over the next two years, spending in the Discretionary budgets (Professional Development, Program Evaluation, Expanded Course Offerings, and Classroom Support) should be reduced, especially if revenues flatten and/or expenses in the Teacher Template grow.

Professional Development

Professional Development

Equity

1. PARTICIPATION and OUTREACH:

How do programs address issues of equity, access, and opportunity, including targeted funding and supports?

Our Pre-K-8th grade staff (certificated and classified) have been engaging in strategic and intentional learning on abolitionist teaching specifically through the work and research of Gholdy Muhammad and her identified five pursuits. The seven tenets of Ethnic Studies and their alignment to the five pursuits was also introduced and the district will continue to deepen this work as well. Integrated units that connect ELA, Math, Social Studies/Ethnic Studies and the 5 Pursuits were created and provided to teachers. Under the leadership of our Ethnic Studies Teacher on Special Assignment, in 2022-23 we will be piloting these units in classrooms, specifically 2nd and 3rd grade. This work will continue in 2023-24 with an emphasis on lessons created for social studies classes.

The Professional Development team is also working directly to address the Literacy Action Plan. In 2023-24, we will continue to work in collaboration with site Literacy Coaches, RTI teachers, and administrators to; revise our Scope and Sequence to reflect data driven instruction and phonics lessons. The primary source of data will be the Diebels assessments that will be administered three times a year for students in K-2. Star will be the primary assessment for students in grades 3-8 and also administered three times a year. Professional Development will continue to focus on Early Literacy and professional development will be provided by CORE Reading that is aligned to the Science of Reading.

Our elementary science teachers will continue to engage in monthly collaborations with our district TSA that build on the principles of Equity. The team focuses on an active engagement strategy that is meant to increase student engagement.

Benchmark assessment data is an area for growth and we need to be able to analyze data based on grade level standards in order to know if we are meeting the needs of our underserved populations. Elementary Math leads will engage in collaboration to revise our district pacing guides to ensure standards alignment and the integration of specific Fluency/Number Sense making routines that teach, reinforce, assess key concepts for the grade level. In addition, our middle school English and Math educators will be implementing the state's Interim Assessment Blocks at least twice during the 2023-24 school year and the Professional Development team in collaboration with the BREA team will facilitate the implementation and analysis of this assessment tool.

2. REPRESENTATION, DIVERSITY and INCLUSION:

How do programs reflect and support the diversity of our families and students?

Professional Development

The Professional Development program is primarily oriented toward improving staff practices which include culturally responsive teaching practices, anti-racist/abolitionist teaching, LGBTQ+ perspectives, gender and transgender equity, and ethnic studies in teaching practices which are inclusive and representative of our diverse student body and their families.

The department will also continue working closely with the Office of Family Engagement and Equity, the Ethnic Studies Committee, the African-American Framework committee, and the CCEIS committee to offer training including: social emotional learning, anti-bias work, culturally relevant training, and Ethnic Studies training.

3. STAFFING/PROFESSIONAL DEVELOPMENT:

How does staffing and/or professional development of this program address equity and district goals?

Professional development for teachers and staff is designed to improve teaching practice and support strategies that improve student outcomes. Teachers on Special Assignment (TSA) and Teacher Leaders with subject area expertise are essential facilitators and contributors toward professional development goals.

Professional Development

Outcomes

4. DATA/OUTCOMES:

What data/metrics could be used to report on outcomes? Are there SMART goals?

There are specific outcomes outlined in the CCEIS plan that the Professional Development team continues to support, including but not limited to: ongoing support with the Universal Screener for literacy (DIBELS), supporting Vision Scholar sites with respect to individual learning plans for selected African-American and LatinX students, revisions of the district's Literacy Plan, and site walk-through data. The PD team visited many sites to identify strengths and trends with respect to instruction. Some of the trends around strengths were; the consistent use of the adopted curriculum, anchor charts for both math and ELA, aspects of students identity were evident in classrooms and in the schools. We want to ensure that we build professional development around the areas of strength.

Additionally, some trends around areas for instructional development were; student to student discourse/discussion, tasks that are depth of knowledge three and four, access to complex text, and meaning making. Professional development will focus on these areas as well. Consequently, when the team analyzed the district's DIBELS data there were two areas in 1st and 2nd grade that were alarming: decoding and word reading. Due to this, the PD team engaged all K-2 teachers in deepening their understanding on how to analyze the DIBELS data, its alignment with Fast Track Phonics, and the impact on instruction. Moving forward into 2022-23, based on this data, we will be providing training on the 6 learning to read shifts that are needed which are also aligned to the Science of Reading (this was explained previously).

5. QUALITATIVE BENEFITS:

What elements are not quantitative but of significant value to the program and/or district?

The implementation of Equity and Math Leads is extremely valuable to the program. This school year our Equity Leads created a set of resources, lessons, activities, units to be used during Black Lives Matter week and that can extend beyond that. They are currently working on supporting sites with additional resources, lessons, and units in support of the Farm Workers Movement (Cesar Chavez's birthday), AAPI month, Women's History Month, Arab American History Month, and Pride month.

Elementary Math Leads will focus on deepening understanding of grade level content standards. The qualitative data that will be used to measure the effectiveness will be Professional Development Team walkthroughs, and observations by site administrators, and a decrease in the number of students referred to intervention. Our Math Leads at the middle school level support our districtwide collaborations. This school year the focus was on task complexity and

Professional Development

ensuring all students have access to the tasks. The grade level teams brought in student data via work samples, observations, interviews, and collaborated around findings and next steps.

We continue to deepen understanding on the aspects of abolitionist teaching critical to increasing the performance of our African-American and LatinX students and the effective components of an effective Tier I balanced mathematical program. Our district wide survey data informed us that teachers want to continue to go deeper with Ethnic Studies and the 5 pursuits. They want to engage in deepening their understanding of Universal Design for Learning and they need more time for processing, collaborating, and planning.

Professional Development

Plan Narrative

K-8 Staffing and Program Activities

Staffing \$1,863,348

14.95 FTE

Literacy Coordinator

1.00 FTE

This position has changed for 2023-24 so that we can continue to emphasize the improvement of reading and literacy for students PK-8 and ensure vertical alignment with grades 9-12. This includes taking a leadership role in cross-departmental efforts to facilitate professional development, instructional support and implementation of district plans and initiatives related to literacy.

The overall Planning and management of the district's professional development offerings will be held by the Associate Superintendent of Education Services and the Director of TK-8 Schools.

K-8 Lead Literacy Coach

0.70 FTE

This position is shifted to include the middle grades for 2023-24 and facilitates the work of the elementary school literacy coaches, providing training in coaching as well as in effective strategies for teaching literacy skills. In addition to these workshops for site literacy coaches, the position leads professional development for classroom teachers and facilitates the administration of district reading, writing and spelling assessments in grades K-5. Combined with other funding, this position would be a full 1.0 in 2023-24 (for a second year) to assist in implementing the Literacy Action Plan.

Elementary Literacy Coaches

2.75 FTE

Each elementary school has had the equivalent of one full-time literacy coach to address the specific literacy needs of its students and staff by providing intervention for students and coaching for teachers. The literacy coaches support teachers in implementing a comprehensive Common Core aligned English Language Arts Literacy plan including: Teachers College Reading and Writing Program, Systematic Fast Track Phonics, integrated English Development, as well as literacy across content areas. For 2023-2024, the plan is to continue to fund 0.25 FTE for Literacy Coaches at 11 elementary school sites through BSEP Professional Development funds. The remaining FTE is provided through a combination of BSEP Student Support funds, LCAP, and Site funds.

Middle School Literacy Coaches

2.2 FTE

Previously funded from designated limited-term funds for the implementation of common core state standards, the recent adoption of the new middle school language arts curriculum makes extending these positions valuable. Coaches currently serve as both interventionists and coaches

Professional Development

for teachers, and support assessment and curriculum development. This allocation provides a 0.6 FTE for Longfellow and Willard Middle Schools. King Middle School has a 1.0 literacy coach. All coaches work collaboratively on District-Wide Literacy Coaching needs at the Middle School Level.

K-5 Math Coach

1.0 FTE

The K-5 Math Coach broadly supports the elementary mathematics program district-wide through curriculum and assessment development, working with classroom teachers and math teacher leaders at each site to support and improve mathematics instruction. The coach provides direct in-class modeling for teachers and plays a lead role in the design and delivery of professional development.

K-8 Science TSA

0.40 FTE

This position supports K-8 science teachers and the implementation of the Next Generation Science Standards (NGSS). This position facilitates the Elementary Science Release Teachers monthly meetings, as well as Middle School Collaborations for science and STEM.

Ethnic Studies Program Development TSA

1.0 FTE

Supports the District's efforts to expand Ethnic Studies to a K-12 curriculum, responsive to the State's Ethnic Studies framework, designing into the school day. Funds to support a 1.0 TSA and materials budget, conference participation.

K-8 Program Activities

K-8 Curriculum Teacher Leaders - Stipends

\$97,844

The recommendation is to continue funding an annual stipend for each participating Teacher Leader. The BSEP funding for 2022-23 will provide stipends for 32 Teacher Leaders, currently envisioned as 15 Math Teacher Leaders, 15 Equity Teacher Leaders, 1 TK Teacher Leader, and 1 K-5 PE Teacher Leader.

Culturally Responsive Teaching Workshops

\$40,000

Many of our BUSD teaching staff have participated in Culturally Responsive Teaching workshops and coaching in order to learn strategies which engage our African-American students in learning more effectively. Our next steps include fully integrating content instructional pedagogy with Culturally Competent strategies to support teaching and learning.

This funding enables staff to attend relevant workshops, participate in collaborative meetings, and engage consultants who would work in conjunction with the District staff members leading this initiative in BUSD.

Professional Development

Teacher-Initiated Professional Development

\$50,000

The Educational Services Division will work with site principals to develop annual professional learning or collaboration goals for this funding. Priority consideration will be given to subject areas or skill areas that have not recently received major allocations for professional learning; specifically, world languages, visual and performing arts, special education, special education instructional assistants, and K-8 mathematics.

Math Training

\$75,000

BUSD has worked with SVMl to support math professional development for several years. K-8 Math coaches have attended their summer institute in order to provide excellent professional development for our district-wide staff development days. During the 2023-24 school year, MTLs will continue to work on a scope and sequence that reflects grade-level standards and identify key strategies and instructional practices to include in professional development training. The PD opportunities will include but not be limited to; district PD days, site PD's, after school/summer workshops, and coaching.

Ethnic Studies Program Development

\$35,000

Continue to facilitate the Ethnic Studies Committee. Support the implementation of the five year BUSD Ethnic Studies Plan. Support Teacher Collective teachers and other piloting 2nd and 3rd grade teachers with the curriculum implementation. Expand the Teacher Collectives to include 4th and 5th grade. Continue to lead opt-in PD workshops that were designed in 2021-2022 during Wednesday staff times as requested in 2022-23 and develop additional opt in PDs. Expand the Ethnic Studies Peer Mentor Program and support implementing pilot teachers/students

Berkeley High School Staffing and Program Activities

BHS Professional Development Leaders

4.4 FTE

Berkeley High School will continue to focus its professional development efforts on professional learning communities school-wide, as well as within learning communities and departments. Teacher-led teams from learning communities and the departments participate in this collaborative structure and the presence of this teacher leadership model ensures that a consistent and collaborative focus remains on instruction. While administrators are ultimately responsible for instructional leadership and supervision of teaching and learning, this current teacher leadership structure ensures that relevant and peer-led staff development remains consistent in the face of the many operational, behavioral, and structural challenges that regularly pull administrators away from an instructional focus. These PD Leaders plan culturally relevant PD specifically, anti racist education, implicit bias, hard conversations, mental health and socio-emotional learning, and gender expansion. Funding supports a 0.2 FTE (release for one period) where these leaders plan PD and how they will lead their department or small school.

Professional Development

BHS Instructional Technology Teacher TSA

1.00 FTE

The BHS position supports both the development and expansion of basic or foundational instructional technology use, as well as more advanced support in developing specific lesson plans that are complemented by technology. In addition, the TSAs support the entire school staff of over 250 with needs in hardware, chrome carts/book management, zoom, and email, and software issues. They support classroom instructors with technology-based classroom support functions like polling software, gradebook efficiency, and communication tools.

Additional Staffing and Program Activities

K-8 Instructional Technology TSA

0.50 FTE

Since 2010-11, a TSA for Instructional Technology has been co-funded by BSEP Technology and BSEP Professional Development. The TSA will increase staff and student use of technology to support instruction and learning by providing trainings, coaching and professional development. They will collaborate with teachers in lesson and unit development incorporating technology. It is also the role of the Instructional Technology TSA to provide and evaluate data from online/software programs being used for instruction.

Integrated ELD Training and Support - Constructing Meaning

\$70,000

Funding would provide essential training for support of academic language and writing across all three middle schools and Berkeley High School. Constructing Meaning provides teachers with the process and tools for weaving explicit language instruction into content area teaching. Lesson planning is driven by the content and academic language demands of discipline specific learning,

Social-Emotional Learning K-12

\$50,000

These funds are for BHS to provide professional development for teachers and training, assemblies and presentations for students on consent education.

Professional Development

Performance Measures

Professional Development	20201-22	2022-23 FALL
Access and Participation		
Number of PD department staff supporting TK-8 Schools		2
Number of Literacy Coaches supporting TK-8 Schools		17
Number Of Equity Leads supporting TK-8 Schools		13
Number Of Math Leads supporting TK-8 Schools		13
K-8 Response Rate for Feedback on Professional Development TK-8 Schools		approx. 84.5%
Average K-8 Attendance Rate to Professional Development (Mandatory make-up session in May 2023)		approx. 93%
Professional Capacity		
Number of T K-8 Professional Development Sessions Offered		61
Number of TK-8 coaching sessions for teacher provided by PD department staff: Professional Development Supporting Collaboration, Coaching and Delivery of PD for Staff -Literacy Coaches (Elementary and Middle), Math Leads (Elementary and Middle), direct teacher support (Elementary and Middle)		68
Number of K-8 collaboration/professional development sessions for principals provided by PD department staff		15
Number of percent of TK-5 teacher trained in early literacy/science of reading (Dyslexia Introduction and District-Wide Book Study Around Science of Reading)		100%
Percent of BHS staff members trained on consent education	>90%	
Percent of BHS teachers responding that, after training, they felt prepared to, and planned, to implement a new anti-racist teaching practice.	>70%	
Diversity, Equity and Inclusion		
Number of middle school students receiving direct services from Literacy Coaches and/or RTI teachers through intervention/support classes Data is from Q1 (as of 12/13/2022)		Math: 289 ELA: 162

Professional Development

Professional Development	20201-22	2022-23 FALL
Literacy Coaches and RTI teachers direct services to students in Elementary Q1 (as of 12/13/2022)		588 students